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ABSTRACT

Principals rate teachers in their own schools whom they had previously nominated as either effective or ineffective, using the four dimensions of the Tuckman Teacher Feedback Form (TTFF)--creativity, dynamism, organized demeanor, and warmth and acceptance. A sample of 180 teachers was rated, 60 each at the elementary, intermediate, and secondary levels. Results of the study confirmed that principals at different levels differ significantly in terms of their perceptions of teacher effectiveness, as determined by their ratings of teachers using the TTFF. Elementary principals appear to prefer teachers who are very warm and accepting, highly organized, and creative. Intermediate principals appear to prefer teachers who are very organized, in control, warm, sociable, fair, imaginative, creative, and dynamic. Senior high principals appear to prefer teachers who are highly systematic, organized, structured, and task-oriented. (Author/JG)

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Teacher Behavior is in the Eye of the Beholder: The Perceptions of Principals

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The purpose of this study was to examine the principals' perceptions of teaching style: creativity, dynamism (dominance plus energy), organized demeanor (organization plus control), and warmth and acceptance. Since principals are charged with much of the responsibility for supervision and other personnel matters, their particular perspective or specific set of expectations will influence and affect what might be called their "personal equation," and hence feed back upon and alter their perception of teachers. Thus, the principal's personal equation will affect his or her ability to influence teacher behavior (Tuckman 1976a).

Thus, this study was aimed at answering the following questions about supervision, classroom climate and perceived teacher behavior: (1) To what extent do supervisors' own models of teaching influence their judgments of the effectiveness of their teaching staff? (2) What is the pattern of this influence across different dimensions of teaching behavior? (3) Do the models, and hence the pattern of influence, vary from elementary to intermediate to senior high school supervisors? (4) To what extent is this model transmitted to teachers and thereby reflected in their own self-ratings? (5) To what extent do these teacher self-ratings vary across teaching dimensions? (6) Do self-ratings vary from elementary to intermediate to senior high school as a function of transmission of different models?

Tuckman (1974), in discussing personal constructs as related to the development of perceptual models, cites the work of Kelly (1955) by stating that:

> The central feature of human functioning is building a picture of reality, an ever-shifting one with recurrent patterns, that enables a person to deal with the future. By developing a set of personal constructs based on past experiences, we become capable of processing information contained in new experiences, and in turn, formulating a reaction to these experiences.

According to Tuckman, Kelly's work, along with that of Harvey, Hunt, and Schroder (1961), forms the basis for developing perceptual models of instruction in terms of control problems, interpersonal relations, and variances in classroom management. Tuckman has developed a personal construct model of teaching based on several of Kelly's postulates. One result is the Tuckman Teacher Feedback Form (TTFF), Tuckman (1976a,b) which is useful in measuring various aspects of teacher behavior within a psychological framework.

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Tuckman (1974) also indicates that:

> The model is as descriptive of the behavior of the measurer, or theorist as it is of the behavior of the teacher, since it reflects his system of personal constructs, as inevitably any theory reflects the orientation of its builder.

What a teacher is, or for that matter, what a supervisor is personally, undoubtedly determines how effectively the person performs the role of a teacher or supervisor. The way in which one supervises or teaches also has an effect on how teachers respond to supervision and how and what students learn as a result of teaching.

Many educators agree that the primary responsibility for supervision is to be found in the position of and the role of the building principal. As the "principal teacher" in the instructional program, one would expect the principal to provide the impetus for positive supervision of the instructional staff under his or her direct responsibility.

Hyman (1968) has clearly stated this position regarding the principal's role in supervision:

> There is one stubborn fact that a principal cannot deny: one duty critical to the principal's job that he must perform -- the principal must evaluate his teachers. Now in actual practice it makes little difference whether this duty is required by state law or whether it arises from a regulation set by the superintendent and the school board. The net result is the same: the principal must make a judgment about the teachers in his charge. Judge he must. That's the way it is.

In discussing personnel involved in supervision of instructional staff, Mosher and Purpel (1972) emphasize that one of the basic roles of a supervisor is to be "a specialized practitioner, and a curriculum and instructional leader within the school." It appears this would best describe the position of principal within a given school.

The three levels of school organization compared in this study were elementary schools, intermediate schools, and senior high schools. As previously indicated the comparisons were based in part on the premise that elementary schools are oriented to students (student-centered) while movement through intermediate schools and senior high schools reveals a discipline approach (subject centered). These approaches in turn reflect the basic program philosophies that are typical of the various organizational levels.

According to Tuckman and Fabrian (1977), the significance of analyzing the relationship between teaching style and judged teaching competency or effectiveness is twofold. They state:

> Theoretically, it is important to know what implicit requirements a field poses for a teacher. Practically, it

is important to separate out expectations from actual behavior in order to determine if those expectations are valid and, if so, to communicate them to teachers and supervisors.

The purpose of Tuckman and Fabian's study was to determine the extent to which vocational supervisor ratings of teacher competency in fact reflected a "bias" of the field. They established a procedure for determining a principal's personal equation and applied it in a study of vocational principals. Most and least effective teachers are nominated (or teachers are judged on competency and highest and lowest are chosen) and principals rate each on the four dimensions of the TTFF. Differences between ratings of most and least effective on each dimension are then contrasted to see which are considered to make the most difference. Tuckman and Fabian (1977) found for vocational principals that organized demeanor was the most discriminating dimension and warmth and acceptance the least. The results of their investigation, therefore, confirmed their expectation that the four teaching styles they investigated using the Tuckman Teacher Feedback Form (Creativity, Dynamism, Organized Demeanor, and Warmth and Acceptance) would not be equally related to judged competency.

The current investigation examined the actual perceptions of supervisors and their classroom teachers in terms of analyzing the relationships which exist between teaching styles and teacher effectiveness as judged by principals and their teachers.

It was hypothesized that there would be significant differences among the three levels of (1) principals regarding their supervisory ratings (2) teachers regarding their self-ratings, and (3) teachers regarding the discrepancy between supervisor and self-ratings on the TTFF of teachers nominated as "most" and "least" effective on the dimensions of creativity, dynamism, organized demeanor and warmth and acceptance.

METHOD

Subjects

The sample in this study consisted of 30 principals and 300 classroom teachers drawn from 18 of 22 school districts in two counties of Pennsylvania, as follows:

Senior High School Principals:	10
Intermediate School Principals:	10
Elementary School Principals:	10
Senior High School Teachers:	100
Intermediate School Teachers:	100
Elementary School Teachers:	100

Independent Variable

The independent variable in this study was the principals' and teachers' organizational level of responsibility:

a. elementary

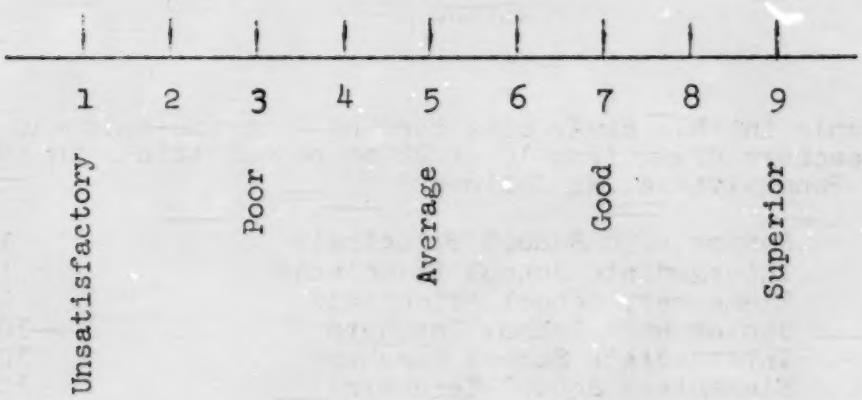
b. intermediate

c. senior high school

Moderator Variable

Using the nine-point scale below, the principals evaluated each of ten teachers in terms of his/her overall effectiveness. Using this scale, the scores of the teachers were divided in half. The three teachers whose scores were determined to be the highest above the median were categorized as "Most Effective" teachers. The three teachers whose scores were the lowest from the median were categorized as "Least Effective" teachers. Those six teachers in each school who departed as described from the median were included in the final sample for analysis.

Teacher Effectiveness Scale



This technique resulted in a final teacher sample of 180 teachers distributed as follows·

1	Teacher Effectiveness	
	"Most Effective" teachers	90
	"Least Effective" teachers	90
2.	Level of School	
	Elementary	
	"Most Effective"	30
	"Least Effective"	30
	Intermediate	
	"Most Effective"	30
	"Least Effective"	30
	Senior High	
	"Most Effective"	30
	"Least Effective"	30

Dependent Variable

The dependent variables in this study were·

1. Supervisor ratings of each teacher on each dimension of the TTFF
2. Self-ratings of each teacher on each dimension of the TTFF
3. Discrepancies between supervisory and self ratings of each teacher on each dimension of the TTFF.

The TTFF scores were also analyzed for comparison of all three principal and teacher classifications for each dimension of psychological climate· creativity, dynamism, organized demeanor. warmth and acceptance.

The TTFF short form is a twenty eight item questionnaire, each using a seven point semantic differential. This instrument measures four aspects of teacher behavior· creativity, dynamism, warmth and acceptance, and organized demeanor. These dimensions of the TTFF were isolated by utilizing a factor analysis of numerous teaching behaviors as described by Tuckman (1976b). For scale inclusion minimum item loadings of .50 were required· the result was the formation of four scales with high internal reliability.

The scales on the TTFF are scored from the most negative (1) to the most positive (7) with both types of ends arranged randomly. Each set of scales measures a specific trait of one of the four dimensions. The range of scores for each dimension is from 1 to 43. A score in the range of 34-43 indicates strong characteristics within a given dimension.

Procedure

Teachers in the study schools were selected on a random basis using a table of random numbers and the educational directory for each school district and building. Ten teachers were selected at random for every building principal involved in the study. Each teacher was mailed a set of instructions and was asked to complete and return a self rating using the TTFF.

Upon receipt of all of the teacher surveys, each of the principals involved in the study was contacted and asked to rate his or her ten teachers using the TTFF. Two weeks after the completed TTFF ratings were returned, each principal was sent copies of the nine point Teacher Effectiveness Scale and was asked to evaluate the "global effectiveness" of each teacher.

Data Analysis

All of the hypotheses for this study were tested statistically by means of three way analyses of variance for each of the three major variables· a. level of schooling· elementary, intermediate and senior high school· b. judged level of teaching effectiveness· "Most Effective" or "Least Effective" teachers· c. TTFF dimension· creativity, dynamism, organized demeanor, warmth and acceptance. Two-way ANOVAs were also done on each of the TTFF dimensions. Analyses were done of (1) principals' ratings, (2) teachers' self ratings and (3) the discrepancies between the two. The statistical design is illustrated below.

	ELEMENTARY				INTERMEDIATE				SENIOR			
	C	D	OD	WA	C	D	OD	WA	C	D	OD	WA
MOST EFFECTIVE												
LEAST EFFECTIVE												

RESULTS

Hypothesis One: Principals' Ratings

Table 1 illustrates the results of the three way Analysis of Variance for the supervisory ratings of teachers on the Tuckman Teacher Feedback Form. F ratios were calculated for seven effects including most importantly, the three way interaction for Level of School by Effectiveness of Teacher by TTFF Dimensions It was this F ratio which was used to test Hypothesis One.

The F ratio associated with this three way effect ($F=8.4007$, $df=6$) is statistically significant at the .0001 level. This reflects significant differences among the three levels of principals regarding their perceptions of teacher effectiveness across the four dimensions of the TTFF

Table 2 presents the summary of the means for principals' supervisory ratings of teachers by level of school. teacher effectiveness and TTFF dimensions. Table 3 presents the results of separate two-way ANOVA's for each of the TTFF dimensions. Figure 1 illustrates the plot of the difference between mean scores for principals' supervisory ratings of teachers

The results (supporting hypothesis 1) clearly show that effective and ineffective teachers were perceived differently on the TTFF but, more importantly, that the pattern of perceptions among the three principal groups varied across the four teacher style dimensions. Most particularly, elementary principals viewed ineffective teachers to be more dynamistic than effective teachers, while the reverse was true for intermediate and high school principals. In other words the good elementary teacher was not seen as being forceful and energetic (charismatic, if you will) while the good intermediate and high school teacher was seen as having this property. Secondly, elementary principals viewed the difference on warmth and acceptance between effective and ineffective teachers to be much greater than did their intermediate and high school counterparts. Hence, the good elementary teacher stands out on warmth and acceptance and the poor one falls down on it in the judgment of principals, much more at the elementary level than at the intermediate and high school levels. Correspondingly, the other two dimensions, creativity and organized demeanor, stand out slightly but not significantly more as discriminators at the intermediate and high school levels.

Table 1

Three-Way ANOVA Results for Principals' Ratings on TTFF

Source	df	MS	F
TTFF Dimensions (Dim)	3	2662.1	58.6**
School Level (SL)	2	680.6	7.8*
Teacher Effectiveness (Eff)	1	10,518.8	120.6**
SL x Dim	6	69.5	1.5
Eff x Dim	3	316.9	7.0*
SL x Eff	2	146.4	1.7
SL x Eff x Dim	6	381.6	8.4**
Error	522	45.4	

* p<.001 ** p .0001

Table 2

Summary of the Means for Principals' Supervisory Ratings of Teachers by Level of School, Teacher Effectiveness, and TTFF Dimensions

	Creativity		Dynamism		Organized Demeanor		Warmth and Acceptance	
	Most Effect. Teacher	Least Effect. Teacher	Most Effect Teacher	Least Effect. Teacher	Most. Eff. Teac.	Least Eff. Teac.	Most Eff. Teac.	Least Eff. Teac.
	N=30	N=30	N=30	N=30	N=30	N=30	N=30	N=30
	Means		Means		Means		Means	
Elem.	27.3	22.4	25.7	28.9	34.8	27.9	39.3	23.9
Inter.	29.2	21.8	27.9	22.8	36.8	27.0	35.6	26.5
Sen.	24.9	15.9	28.2	17.6	36.3	24.4	31.7	26.7
	27.1	20.0	27.2	23.1	36.0	26.5	35.5	25.7

Table 3

Two-way ANALYSES OF VARIANCE for PRINCIPALS' RATINGS for Each Dimension

Source	df	Creativity MS	Creativity F	Dynamism MS	Dynamism F	Organized Demeanor MS	Organized Demeanor F	Warmth & Acceptance MS	Warmth & Acceptance F
School Level (SL)	2	461.1	8.3+	295.6	5.1*	39.5	0.8	93.0	1.6
Effectiveness (Eff)	1	2268.4	40.9+	760.5	13.0+	4108.9	81.2+	4331.6	73.3+
SL x Eff	2	64.9	1.2	717.5	12.3+	94.4	1.9	414.4	7.0*
Error	174	55.4		58.4		50.6		59.1	

\+ P<.001
* P<.01

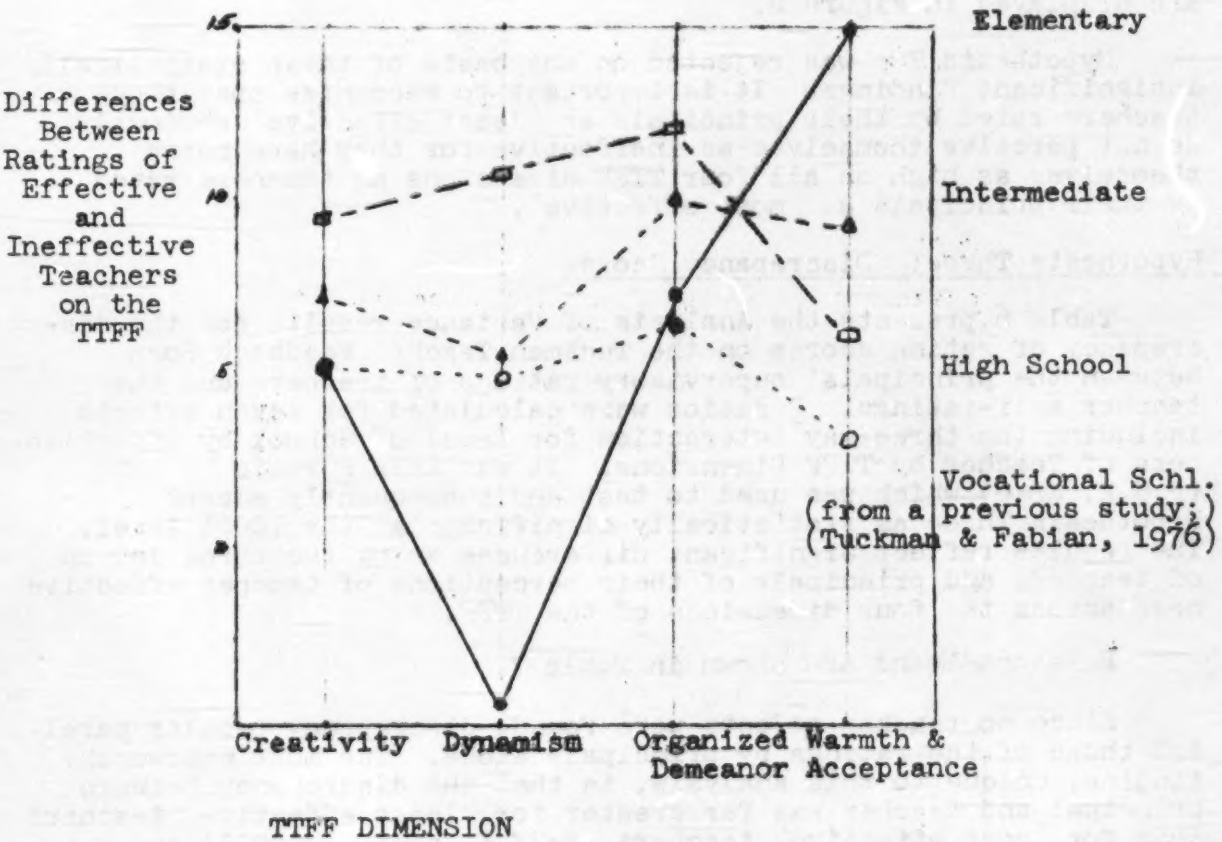


Figure 1. Mean Differences Between Ratings of Effective and Ineffective Teachers by the Principal Groups

Hypothesis Two: Teachers' Self-Ratings

Table 4 shows the results of the three-way Analysis of Variance for the teacher self-ratings on the Tuckman Teacher Feedback Form. F ratios were calculated for seven effects including the three-way interaction for Level of School by Effectiveness of Teacher by TTFF Dimensions. It was this F ratio which was used to test Hypothesis Two.

The F ratio resulting from this three-way analysis ($F=0.92607$, $df=6$) was not statistically significant. This indicates an absence of significant differences among the three levels of teachers regarding their perceptions of teaching effectiveness across the four dimensions of the TTFF.

Table 5 presents the summary of the means for the teacher self-ratings by level of school, teacher effectiveness, and TTFF dimensions. Analysis of the mean scores shows that no distinct perceptual differences occur among the teachers when both the "Least Effective" and "Most Effective" teachers are examined across the four dimensions of the TTFF and across the three levels of schooling. The results are displayed in Figure 2.

Hypothesis Two was rejected on the basis of these statistically insignificant findings. It is important to recognize that those teachers rated by their principals as "least effective" obviously do not perceive themselves as ineffective for they have rated themselves as high on all four TTFF dimensions as teachers rated by their principals as "most effective".

Hypothesis Three: Discrepancy Scores

Table 6 presents the Analysis of Variance results for the discrepancy of rating scores on the Tuckman Teacher Feedback Form between the principals' supervisory ratings of teachers and the teacher self-ratings. F ratios were calculated for seven effects including the three-way interaction for Level of School by Effectiveness of Teacher by TTFF Dimensions. It was this F ratio ($F=5.2$, $df=6$) which was used to test and subsequently accept Hypothesis Three as statistically significant at the .0001 level. The results reflect significant differences among the three levels of teachers and principals of their perceptions of teacher effectiveness across the four dimensions of the TTFF.

Relevant Means are shown in Table 7.

Since no teacher effects were found, discrepancy results parallel those of the ratings by principals alone. The most noteworthy finding, unique to this analysis, is that the discrepancy between principal and teacher was far greater for "least effective" teachers than for "most effective" teachers ($F=77.5$, $df=1$, $P<.0001$) and greater for this group at the senior high level than at either of the other two levels ($F=5.8$, $df=2$, $P<.01$). Hence, the communication gap in supervision is occurring with the less effective teachers in the senior high schools. These findings are displayed in Figure 3.

Table 4

Three-Way ANOVA Results for Teacher Self-Ratings on the TTFF

Source	df	MS	F
TTFF Dimensions (Dim)	3	3274.8	120.1**
School Level (SL)	2	5.6	0.1
Teacher Effectiveness (Eff)	1	130.0	2.8
SL x Dim	6	46.0	1.7
Eff x Dim	3	6.0	0.2
SL x Eff	2	18.8	0.4
SL x Eff x Dim	6	25.2	0.9
Error	522	27.2	

** P<.0001

Table 5

Summary of the Means for Teacher Self-Ratings by Level of School, Teacher Effectiveness, & TTFF Dimensions

	Creativity		Dynamism		Organized Demeanor		Warmth & Acceptance	
	Most Effec. Tchr. N=30	Least Effec. Tchr. N=30	Most Effec. Tchr. N=30	Least Effec. Tchr. N=30	Most Effec. Tchr. N=30	Least Effec. Tchr. N=30	Most Effec. Tchr. N=30	Least Effec. Tchr. N=30
	Means		Means		Means		Means	
Elementary	28.2	27.0	27.8	29.3	35.2	35.1	37.1	35.5
Intermediate	28.1	28.4	29.3	28.1	36.1	33.9	34.6	34.6
Senior High	26.9	25.1	30.4	28.4	36.5	34.8	35.8	35.5
	27.8	26.9	29.2	28.6	36.0	34.6	35.8	35.2

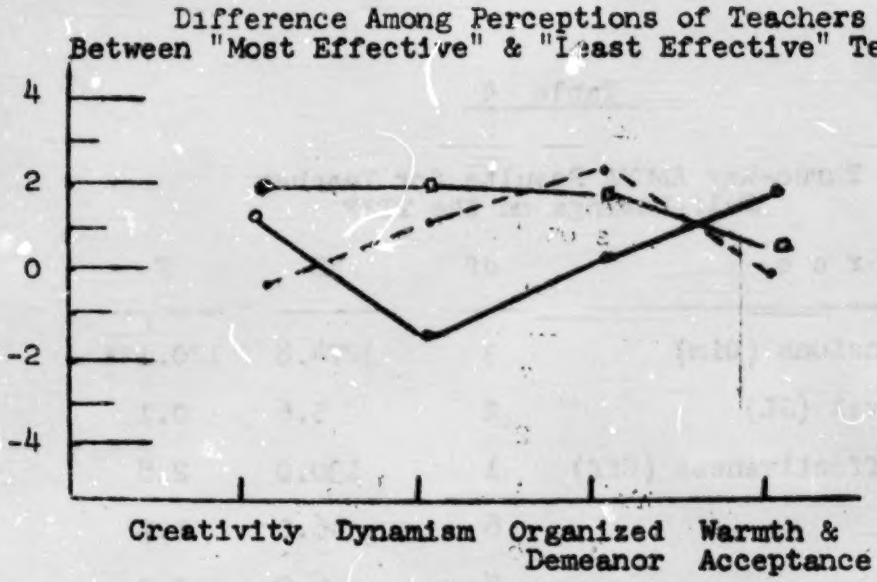
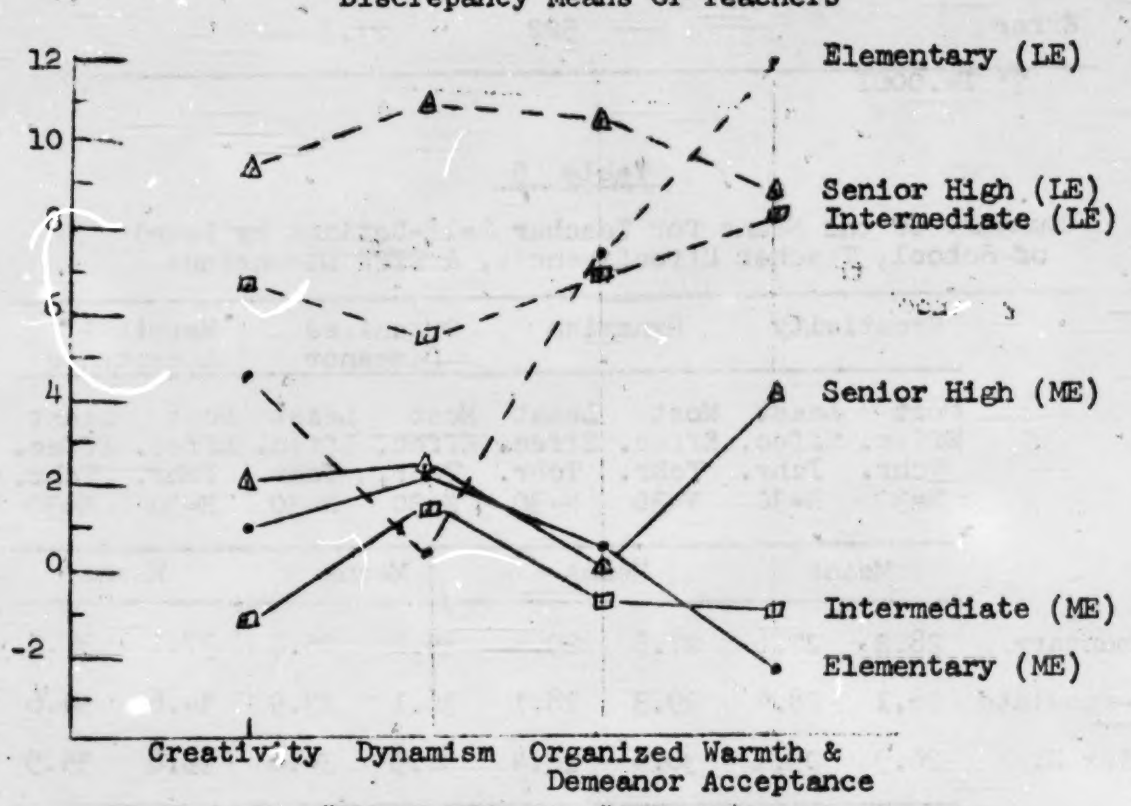


Figure 2. - Plot of Difference Between Mean Scores for Teacher Self-Ratings Showing Interaction of Level of School, Teacher Effectiveness, & TTFF Dimensions



LE = "Least Effective" Teachers
ME = "Most Effective" Teachers

Figure 3. - Plot of Mean Discrepancy Scores for Teacher Self-Ratings & Principals' Supervisory Ratings Showing Interaction of Level of School, Teacher Effectiveness, and TTFF Dimensions

Table 6

Three-Way ANOVA Results for Discrepancy Between Principals' & Teachers' Ratings on the TTFF

Source	df	MS	F
TTFF Dimensions (DIM)	3	54.3	1.1
School Level (SL)	2	623.7	5.8*
Teacher Effectiveness (EFF)	1	8309.6	77.5*
SL x DIM	6	51.8	1.1
EFF x DIM	3	279.3	5.8*
SL x EFF	2	64.5	0.6
SL x EFF x DIM	6	255.1	5.2**
Error	522	48.5	

* P<.01
** P<.0001

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Table 7

Summary of the Discrepancy Means Between the Teacher Self-Ratings & Supervisory Ratings by Level of School, TTFF Dimensions, & Effectiveness of Teachers

	Most Effective Teachers			Least Effective Teachers		
	Elementary	Intermediate	Senior	Elementary	Intermediate	Senior
	N=30	N=30	N=30	N=30	N=30	N=30
	Means	Means	Means	Means	Means	Means
Creativity	0.96	-1.03	2.03	4.63	6.60	9.23
Dynamism	2.13	1.43	2.23	0.40	5.36	10.76
Organized Demeanor	0.40	-1.76	0.23	7.20	6.90	10.43
Warmth & Acceptance	-2.20	-1.00	4.06	11.63	8.13	8.73
	0.32	-0.34	2.14	5.98	6.75	9.79

Note: Discrepancy = Teacher Self-Rating - Supervisory Rating

DISCUSSION

Findings & Conclusions

1. Principals at the three levels did not appear to differentially value the quality of Creativity as a teaching requisite distinguishing between more and less effective teachers.

2. Principals at the three levels do seem to perceive Dynamism differentially. Elementary principals perceived Dynamism as negatively related to teaching effectiveness, while both intermediate and senior high principals perceived dynamism as positively related to teaching effectiveness.

3. The differences for the principals' perceptions of their teachers for the dimension Organized Demeanor were found to be insignificant; principals at the three levels perceived teaching similarly on this dimension.

4. Principals at the three levels perceived Warmth and Acceptance differentially. The "most effective" teachers were rated highest by their principals for Warmth and Acceptance at the elementary level, while the "least effective" teachers were rated highest by the senior high principals. It is apparent that elementary principals showed the greatest differentiation between "most effective" and "least effective" teachers on this dimension.

5. No significant effects were obtained on teacher self-ratings for either Level of School or Effectiveness of Teacher on any of the four dimensions of the TTFF. Teachers did not rate themselves differently regardless of whether their principal designated them as a "most effective" or "least effective" teacher.

6. The discrepancy between principal and teacher ratings was far greater for the "least effective" teachers than for "most effective" teachers. Also, discrepancies were greater at the senior high level than at either the intermediate or elementary levels.

Interpretations & Applications

In order to account for the obtained differences, several factors should be considered. It is generally accepted that elementary schools tend to be more "student centered", while movement through intermediate and senior high schools reveals a more "subject-centered" approach.

One would expect to find a relationship between supervisors' endorsement of various teaching styles and these two broadly-based school philosophies. The student-centered philosophy, while not precluding the need for creative and organized teacher strategies, appeared to focus on warm and accepting strategies, and to reject the use of forceful strategies (Dynamism) to establish and maintain a suitable learning environment.

On the other hand, secondary schools usually are organized for instruction on a discipline (subject-centered) basis. As a result, needs at the secondary level tend to be identified in terms of knowledge components (subjects, courses of study) rather than personalized student needs. Hence, secondary principals appeared to be placing a higher value on teaching styles such as Dynamism and OrganizedDemeanor as strategies for establishing and controlling classroom environments.

Also, elementary schools usually are smaller in physical size, organizational complexity, and in the numbers of students and teachers when compared to most secondary schools. Contact, both formal and informal, between principal and teacher is likely to be more frequent in the smaller organization of the elementary school, with distance increased at the secondary level. Usually, in the elementary school the building principal also serves as the first line supervisor providing an opportunity for greater observations and exchanges of ideas, while at the secondary level there usually can be found first line supervisors (such as department chairpersons) who serve as a buffer between the building principal and the teacher. The result appears to be less frequent encounters between the teacher and principal, thus reducing the frequency and perhaps the quality of communication between them.

To overcome this distance, the sharing of expectations between supervisors and their teachers should be encouraged at all levels of schooling. The obvious gaps between the perceptions of the "least effective" teachers and their principals exhibited at all school levels illustrates the need for developing improved systems of communication between supervisors and their staffs. Such systems would enable the teacher to begin to understand the nature and effects of his or her behavior, based on the supervisor's perceptions and expectations. As difficult as it may be, major efforts need to be made to reach the "least effective" teachers. Supervisors at all levels must avoid the tendency either to tolerate or crucify these teachers.

Good supervision requires not only summary observations but communication strategies which result in improvement of both the self-perception and behavior of the teachers. Hyman (1975) describes several improvement strategies based on feedback interactions that supervisors might find effective. Each of the strategies relies on the same factor as motivation for change: dissonance. According to Hyman, dissonance is the discrepancy between a teacher's perception of, or preference about, one's behavior and his or her actual behavior. Also, dissonance can result from a teacher's preference about his or her behavior and someone else's preference about this teacher's behavior.

Festinger (1957), who has developed the theoretical basis for dissonance, describes the condition where someone's behavior and perception of that behavior are discrepant as dissonance. Festinger considers dissonance to be a motivating force leading to its own reduction. According to Festinger, if persons are known to have

self-perceptions which differ from their observed behavior, and they are informed or made aware of their observed behavior, the dissonance which results has the potential to produce a change in the person's self-perception and/or behavior. Research by Tuckman, McCall, and Hyman (1969) has demonstrated that, when given specific feedback, teachers will modify their behavior in order to reduce dissonance but only when there is high dissonance will teachers modify their self-preferences.

Summary

The results of this study confirmed the expectation that the three levels of principals differ significantly in terms of their perceptions of teacher effectiveness as determined by their ratings of teachers using the TTFF.

Elementary principals appear to prefer teachers who are very warm and accepting, highly organized, and creative. However, elementary principals reject the use of a teaching style which relies on force as a means of establishing classroom climate as evidenced by their tendency to perceive Dynamism as negatively related to teaching effectiveness in the study.

At the intermediate level the principals appear to prefer teachers who are very organized, in control, warm, sociable, fair, imaginative, creative, and dynamic.

The senior high principals perceive effective teaching in teachers who exhibit behaviors which are highly systematic, organized, structured, and task-oriented.

It is significant that the classroom teachers at all three levels, unlike their principals, did not discriminate between "most effective" and "least effective" teachers using the TTFF. Apparently, the "least effective" teachers do not perceive themselves as such for they tend to rate themselves in a manner similar to that of the "most effective" teachers.

Again, this discrepancy phenomenon, as indicated by the data from this study, appears to be especially prevalent at the senior high level. Consider the problem for supervision when teachers view their teaching effectiveness so differently from their principals. The real challenge in supervision is to develop communication and feedback systems which enable these teachers to modify both their behavior and their self-perceptions.

It is clear that the supervision process is a reflection of the values, "biases", or expectations that both supervisors and teachers bring to it. Each construes teaching in terms of his or her own constructs. Moreover, the nature of these expectations change for different levels of school presumably as a result of the organizational nature of the school and the character of its clientele. The TTFF can serve as the mirror by which these perceptions and expectations can be seen by others.

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